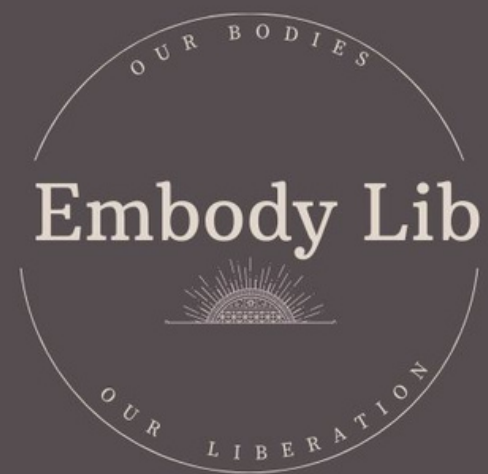


Exploring The Spectrum of Cultural Awareness & Sensitivity

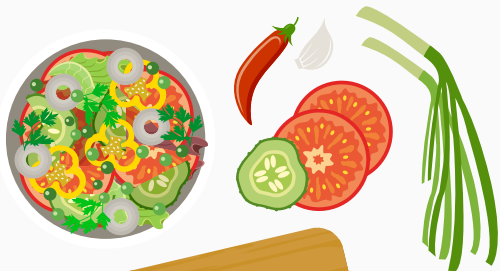
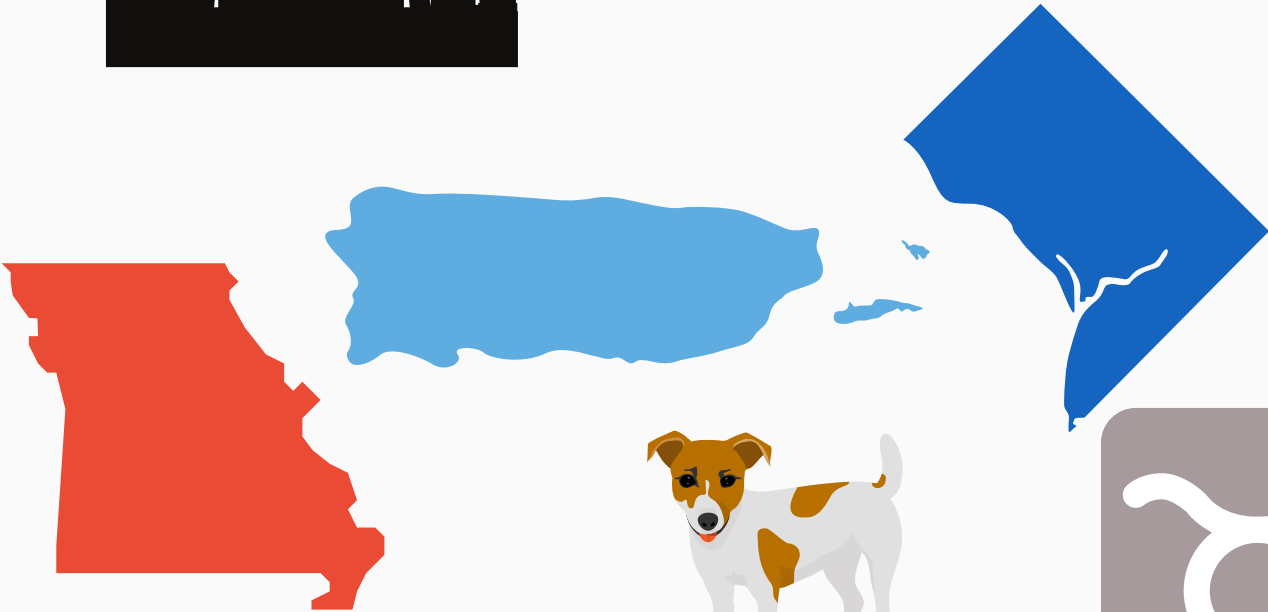
DEVELOPED & FACILITATED BY
Patrilie Hernandez, MS (they/she)



About Me



Image Description: An assortment of graphics with a photograph in the middle of the Embody Lib founder, Patrilie. To the left of the photo, there is a Taurus astrology symbol. To the right of the photo are small graphics of 1.) St. Louis Arch, 2.) a map of the District of Columbia boundary line, 3.) a beige chihuahua, 4.) a green mug with a teabag inside, a graphic of a table of assorted vegetables and a bowl of salad with a set of hands cutting up a tomato on a cutting board, 5.) a beige and white jack russel terrier and a stack of books



What informs my perspective?

- Academic background
- Professional experience
- Lived experience
- Evidence-informed practice
- Scholarship & theory

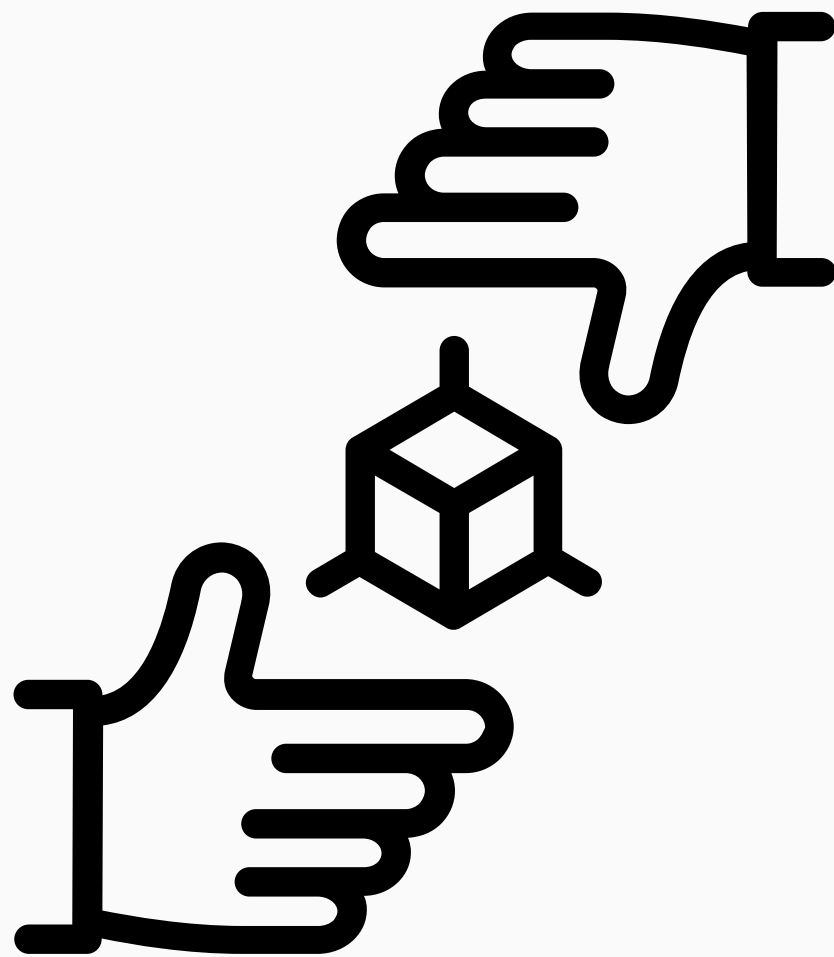


Image Description: A small black graphic of two hands framing a cube

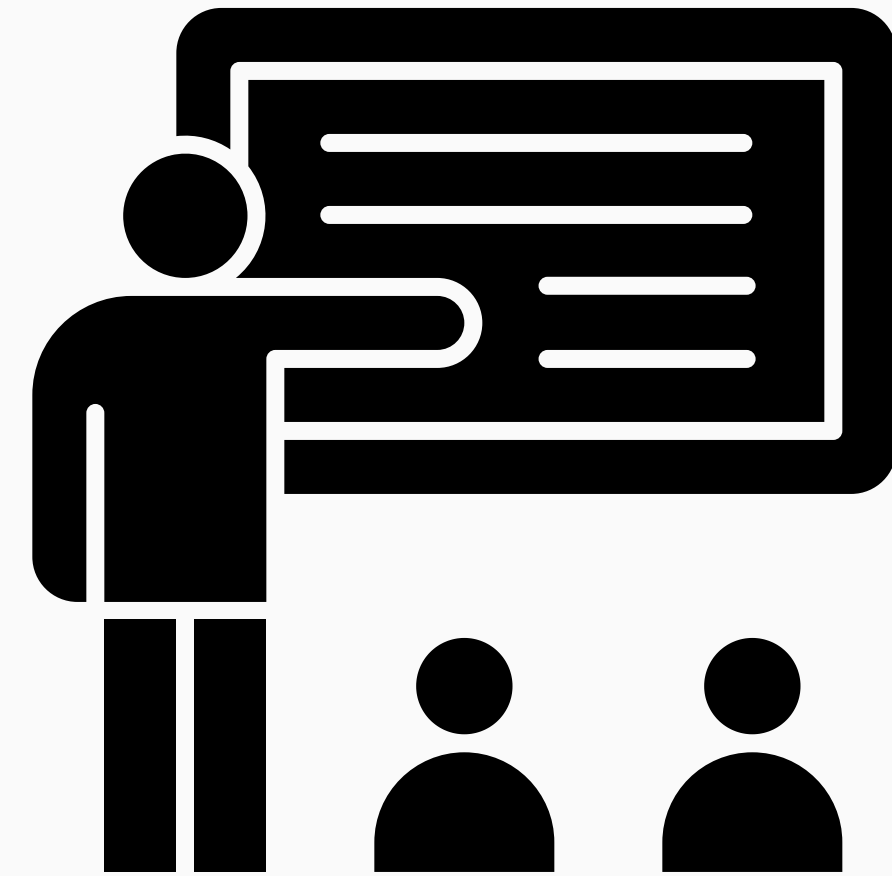


Image Description: A small black graphic of a human figure standing at a whiteboard teaching two students

My Approach to T&L

- Blended (didactic + peer learning)
- Encourages critical thinking & concept exploration

Disclosure Statements

Positionality

I have many intersecting social identities that shape how I navigate and interpret the world. Being a higher-weight, neuroatypical, queer multiracial (with European settler, Indigenous Boriken, and Black ancestry) femme of the Puerto Rican diaspora leaves me vulnerable to interpersonal, systemic, and institutional marginalization. I have experienced weight stigma and have been negatively impacted by bias and discrimination in healthcare settings based on my ethnic and racial background. I am someone who has participated in federal safety net programs like WIC, SNAP, and Medicare/Medicaid. Still, the fact that I am physically able-bodied, hetero/cis passing, a U.S. citizen, fluent in English, a non-Black person of color with light skin in a medium fat body, with class and education privilege allows me unearned proximity to power, resources, and opportunities.

Conflicts of Interest Declaration

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. This institution is an equal opportunity provider.

Housekeeping

- You are encouraged to take notes.
- We are all humans in this space first. Take care of yourself.
- Questions are welcome.



Image Description: A small black graphic of a human figure sweeping

Collective Agreements

- Share courageously and listen generously.
- Feel free to speak your truth while knowing it's only part of the truth.
- Recognize that the process is as important as the outcome(s).
- Allow yourself to sit with the emotion of discomfort.
- Expect and accept non-closure.
- Enter interactions with grace and accountability.

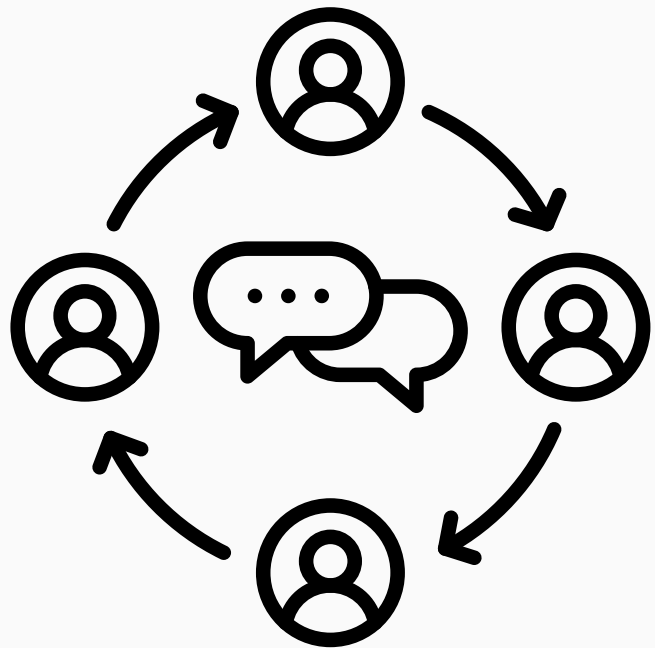

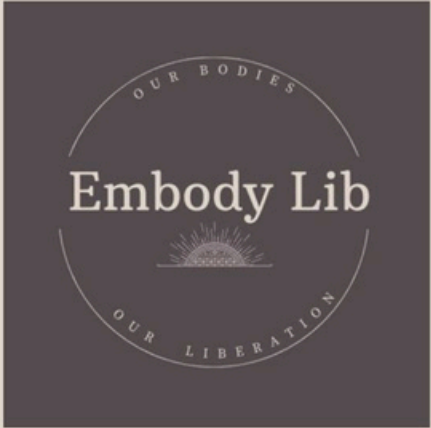


Image description: a circle of people with speech bubbles around them

Supplemental Session Guide

Scan the QR Code



SNAP-Ed
UNIVERSITY

Day 1
“Exploring The Spectrum of
Cultural Awareness & Sensitivity
in SNAP-Ed Practice”

Day 2
“SNAP-Ed University Wrap-Up:
Identifying Key Insights and
Applying Key Concepts”

Session Guide

In partnership with
MICHIGAN
FITNESS
FOUNDATION

AUGUST 2024

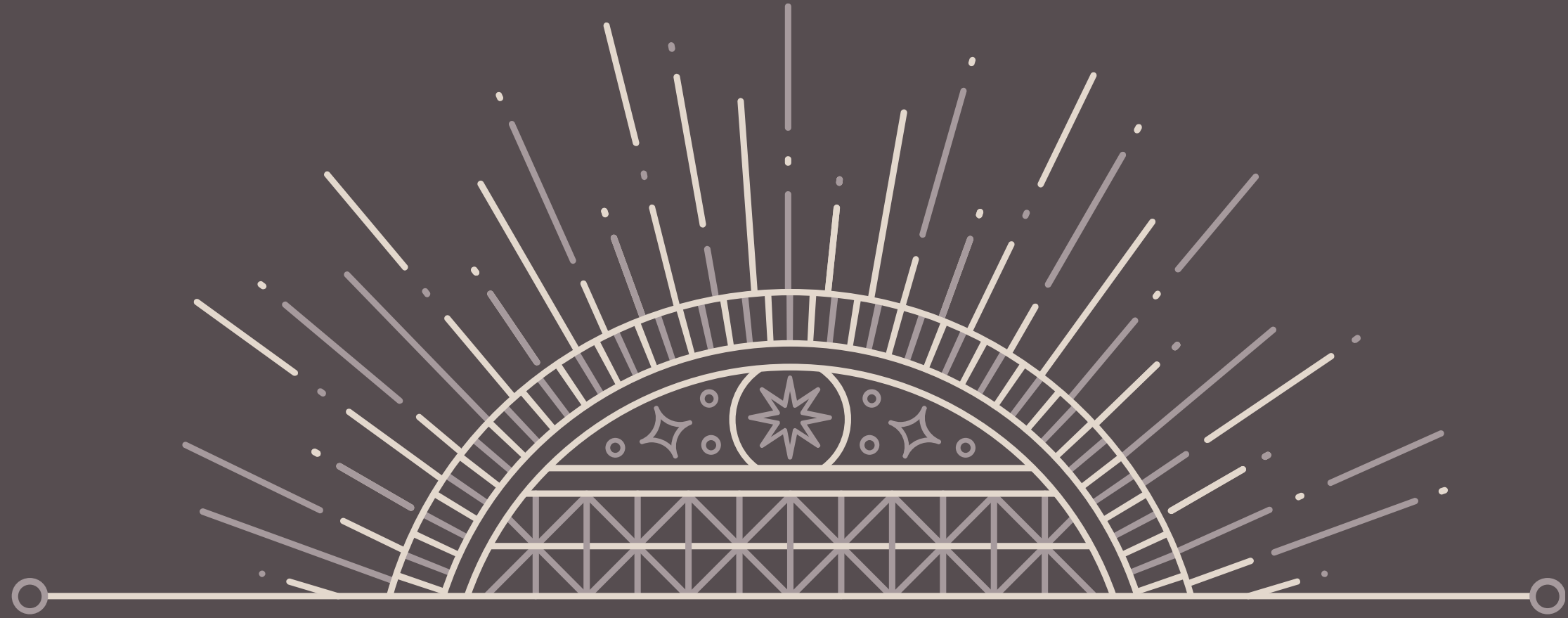
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Opening Activity

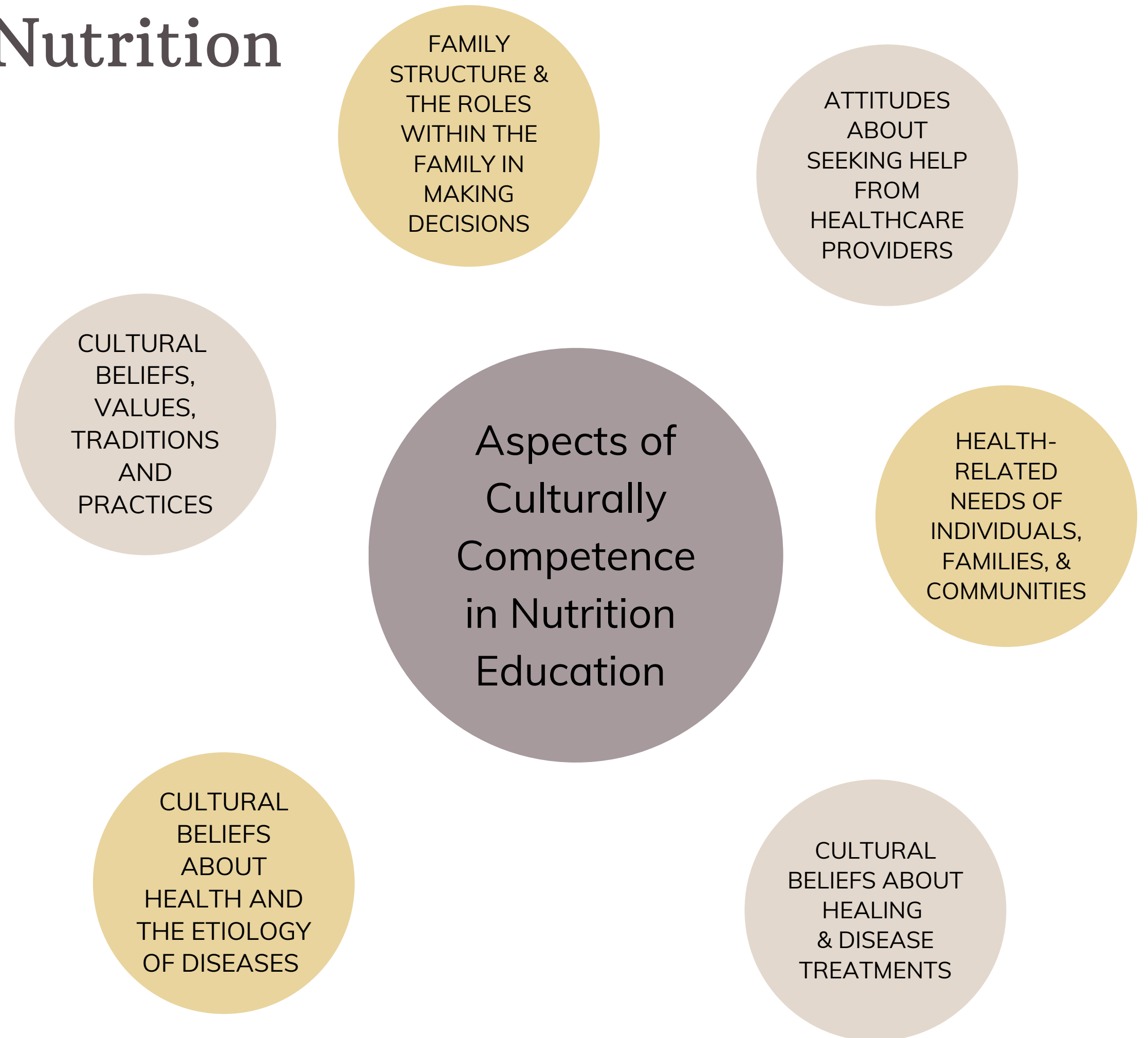


- Name
- Pronouns you use (optional)
- Where you are from (location/org)
- One thing you are looking forward to learning or getting clarity on at SNAP-Ed University



What does it mean to
have a Culturally
Competent Nutrition
Education Practice?

Cultural Competent Nutrition Education takes into account...



Examples of Culturally Competent Nutrition Practices



CULTURE OF ORIGIN
IS AN INTEGRAL
PART OF
DISCUSSIONS &
RECOMMENDATIONS



SCHOOL NUTRITION
GUIDELINES ARE
REFLECTIVE OF
DIVERSE FOOD
CULTURES



PATIENT
EDUCATION
MATERIALS HAVE A
5-7TH GRADE
READABILITY LEVEL

Examples of Culturally Competent Nutrition Practices

WHEN DESIGNING
RESOURCE
MATERIALS,
PICTURES, AND
IMAGES ARE
SELECTED THAT
DON'T RELY ON
CULTURAL
STEREOTYPES



LANGUAGE
PROFESSIONALS
ARE HIRED TO
TRANSLATE
PATIENT
EDUCATION
MATERIALS



RECIPES THAT
FEATURE OR
INCLUDE CULTURAL
FOODS ARE
DEVELOPED IN
COLLABORATION
WITH COMMUNITY
MEMBERS



Cultural Competent Nutrition Education Providers are equipped to...



ADDRESS personal biases and prejudices by reflecting on their own belief system(s).

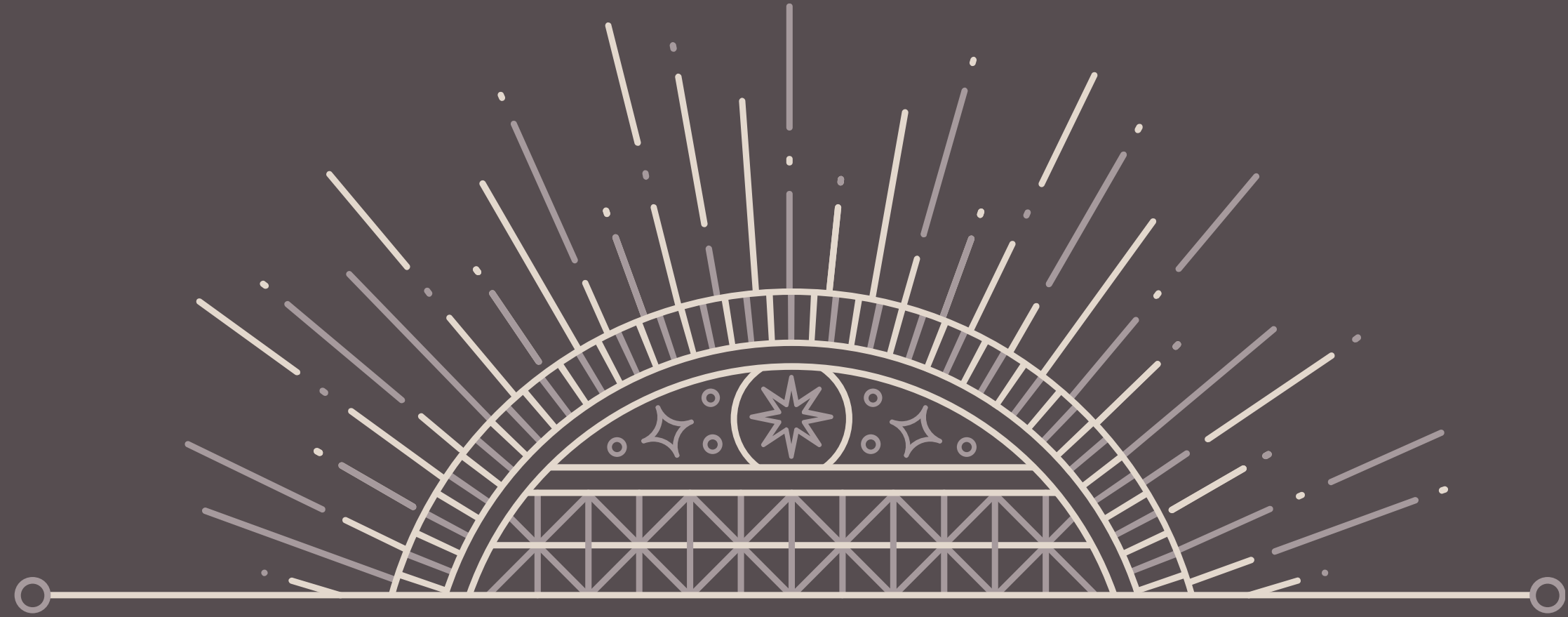
APPROACH learning as reciprocal.

ACKNOWLEDGE differences, but instead of passing judgment, choose to engage with curiosity.

COMMIT loudly to integrating culturally responsive considerations into their work.

DEVELOP develop culturally appropriate interventions that are specific to the patient and not a stereotype of their ethnicity.

SEEK relationships with people who are culturally and socioeconomically different.



The Spectrum of Cultural Awareness & Sensitivity: An Overview

Strengths and Limitations

CULTURAL COMPETENCE

- Also known as culturally appropriate or relevant
- Acknowledges that some certain foods and meals hold cultural significance to a particular group of people.
- Focuses on the identification of culturally relevant foods and meals, BUT it excludes a deeper analysis around the significance of these foods and their connection to the development of community and individual identity

Critiques of Cultural Competence

Cultural competence is not enough to drive transformative change

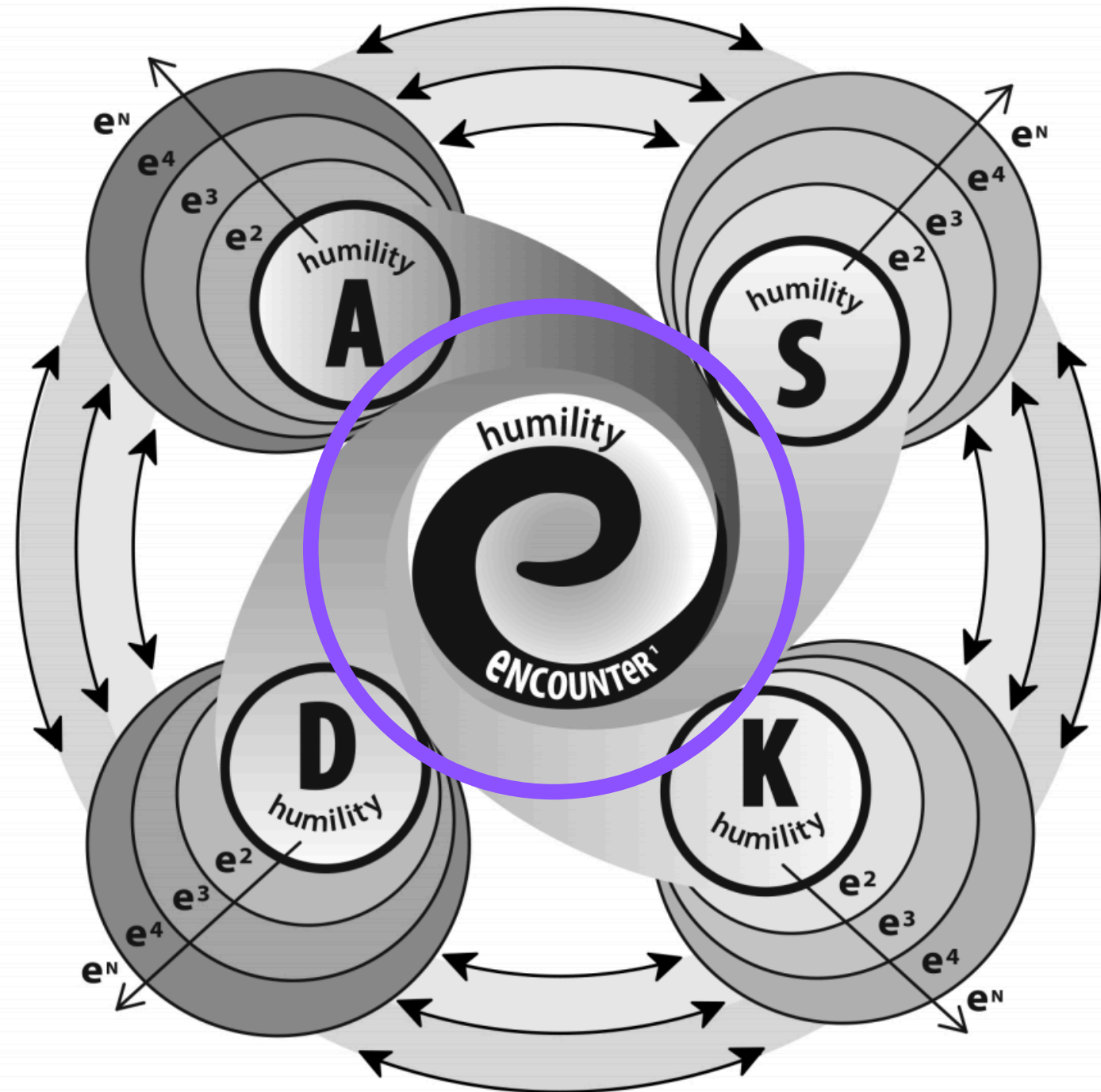
Program Participants still report experiencing stereotyping, tokenization, bias

There is still a lack of inclusion (especially when it comes to gender and body diversity, and disability) in nutrition education design and delivery

Simply making nutrition educators aware of or knowledgeable about cultural differences is not enough to stop stereotyping and harm

Lack of diversity in the nutrition and dietetics profession (more than 80% identify as white)

Moving towards Cultural Humility



The Process of Cultural Competemility in the Delivery of Healthcare Services ©Copyrighted (2018)

A = AWARENESS
S = SKILL
K = KNOWLEDGE
D = DESIRE

- Cultural humility have been proposed as more inclusive and systematic approaches to dismantling institutional discrimination.
- Goes beyond just acquiring knowledge, involves an ongoing self-exploration and self-critique process, combined with a willingness to learn from others
- Cultural Humilty_coined by Melanie Tervalon and Jann Murray-Garcia

Strengths and Limitations

CULTURALLY HUMILITY

- Goes beyond acknowledgment and focuses on engaging in exploratory and deconstructive practices to become more aware of ethnocentric beliefs, biases, and assumptions
- Understands that cultural practices around the preparation and consumption of certain foods (including where, how, and with whom it is eaten) aid in developing community and individual identity, BUT they are often set aside to promote individualized notions of 'health' and 'nutrition.'

What does it mean to be...

CULTURALLY RESPONSIVE?

- Combines cultural knowledge with self-awareness and moves towards action, fostering strong and trusting relationships with the community
- Participatory methods and the incorporation of lived experience are fundamental parts of program development, implementation, and evaluation
- Integrates an ongoing feedback loop between the nutrition provider and the community
- Understands that ‘nutrition’ and ‘health’ are multidimensional and differ cross-culturally.

Culturally Responsive Practice Helps Us Work Towards Building Strong and Resilient Community

Communities usually share one common trait or goal but encompass a diverse set of lived experiences and perspectives.

Community is...

“the coming together of a group of individuals who have learned to communicate honestly with each other; whose relationships go deeper than their masks of composure, and who have developed some significant commitment to rejoice together, mourn together, and to delight in each other, and make others’ conditions our own - bell hooks
(with attribution to to the psychiatrist, M. Scott Peck)”

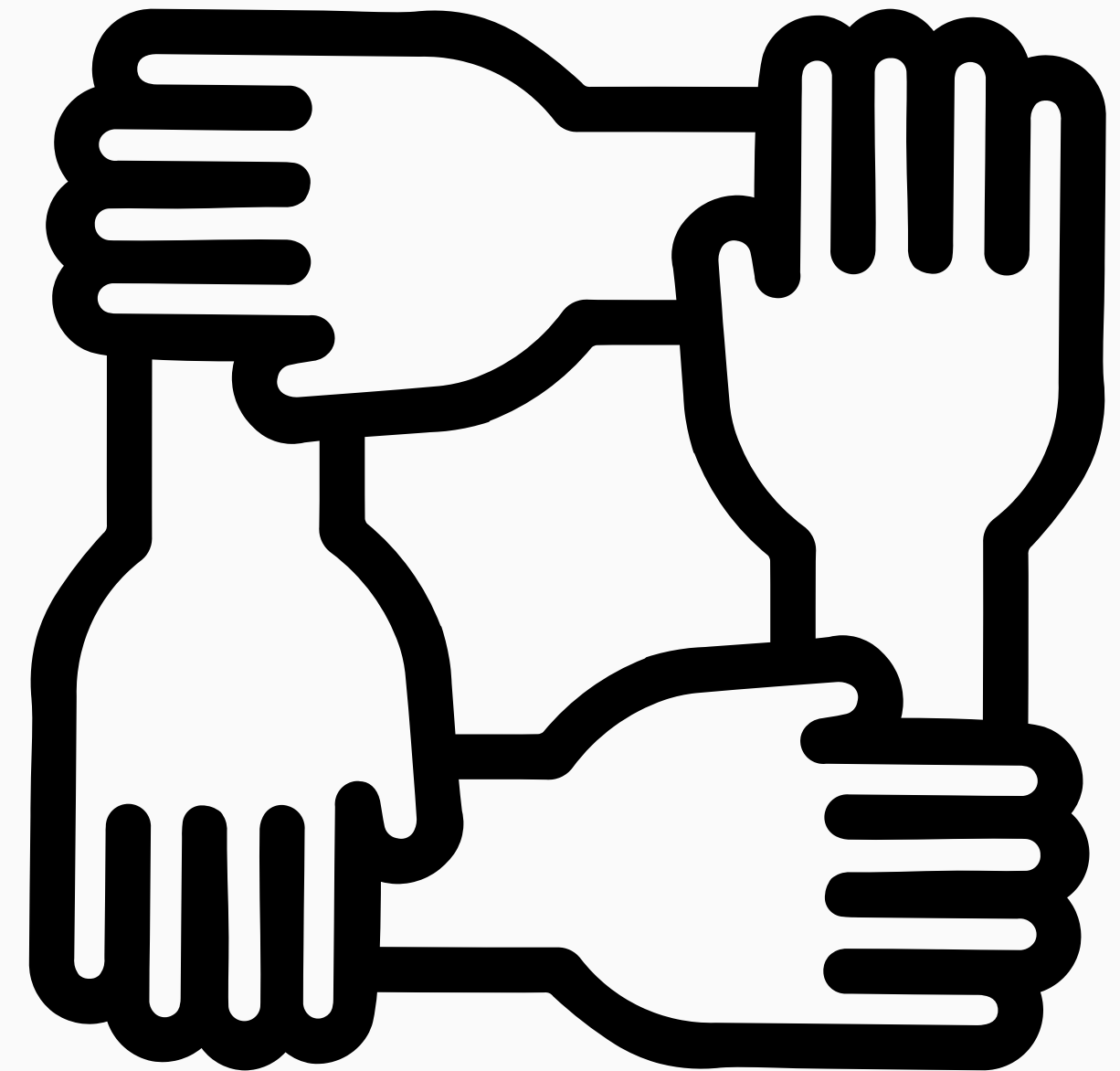


Image description: a black and white image of three hands holding each other

What does community offer us?

A sense of belonging

Makes us laugh

Validates our struggle

Helps us grow

Empowers us

What else?

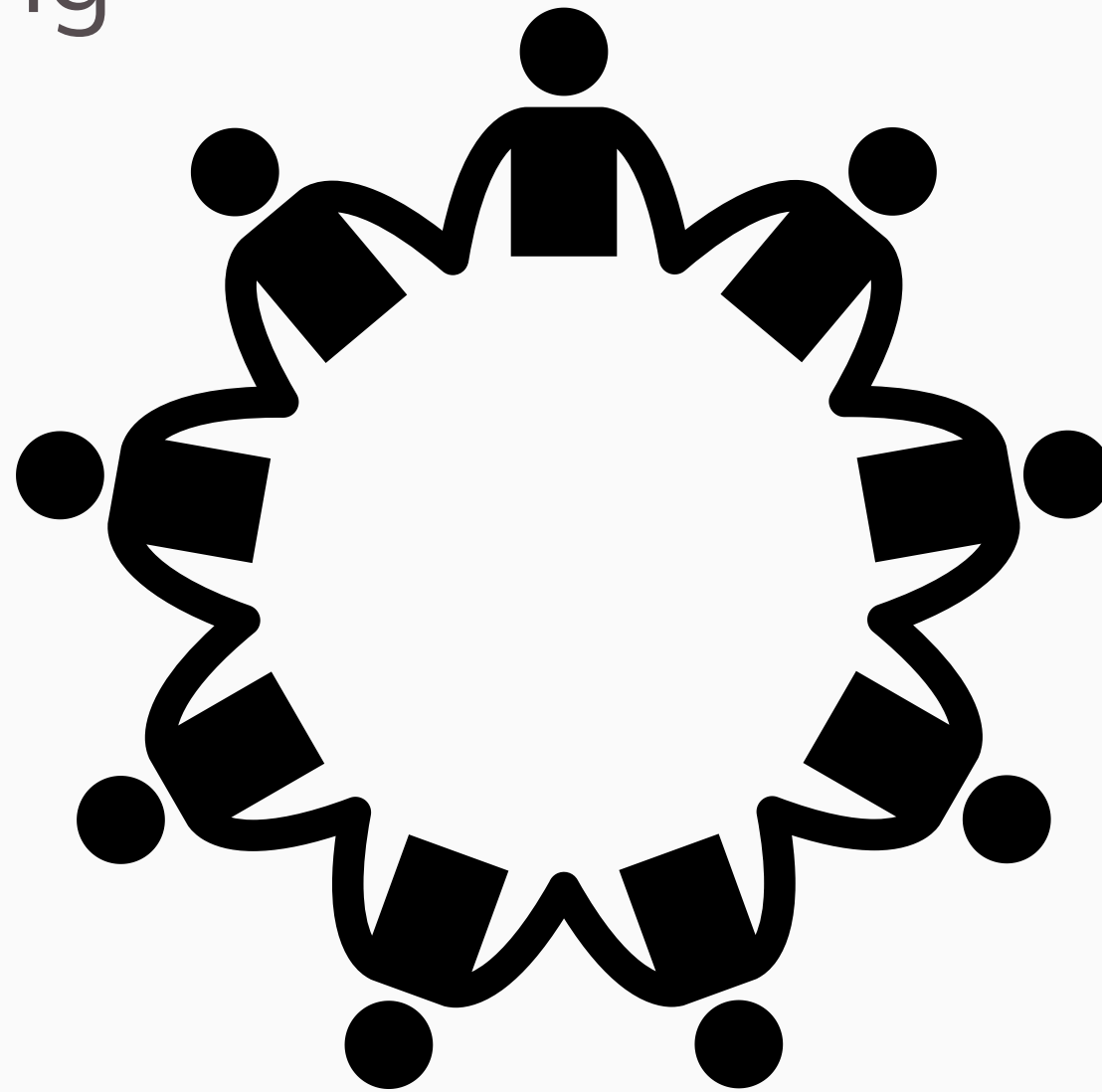


Image description: a black and white image of people holding hands in a circle

Which one do you most resonate with?

CULTURALLY RELEVANT?	CULTURALLY HUMBLE?	CULTURALLY RESPONSIVE?
<ul style="list-style-type: none">• Is also known as culturally appropriate• Acknowledges that some certain foods and meals hold cultural significance to a particular group of people.• Focuses on the identification of culturally relevant foods and meals, BUT it excludes a deeper analysis around the significance of these foods and their connection to the development of community and individual identity	<ul style="list-style-type: none">• Goes beyond acknowledgment and focuses on engaging in exploratory and deconstructive practices to become more aware of ethnocentric beliefs, biases, and assumptions• Understands that cultural practices around the preparation and consumption of certain foods (including where, how, and with whom it is eaten) aid in developing community and individual identity, BUT they are often set aside to promote individualized notions of ‘health’ and ‘nutrition.’	<ul style="list-style-type: none">• Combines cultural knowledge with self-awareness and moves towards action, fostering strong and trusting relationships with the community• Participatory methods and lived experience are fundamental parts of program development, implementation, and evaluation• Integrates an ongoing feedback loop between the nutrition provider and the community• Understands that ‘nutrition’ and ‘health’ are multidimensional and differ cross-culturally.

How would you rate...

- Your PERSONAL comfort level with integrating cultural competence, humility, and responsiveness into your practice?
- Your ORGANIZATION'S comfort level with integrating cultural competence, humility, and responsiveness into SNAP-Ed programming?

Go to menti.com and
Type in the Code 3998 1925

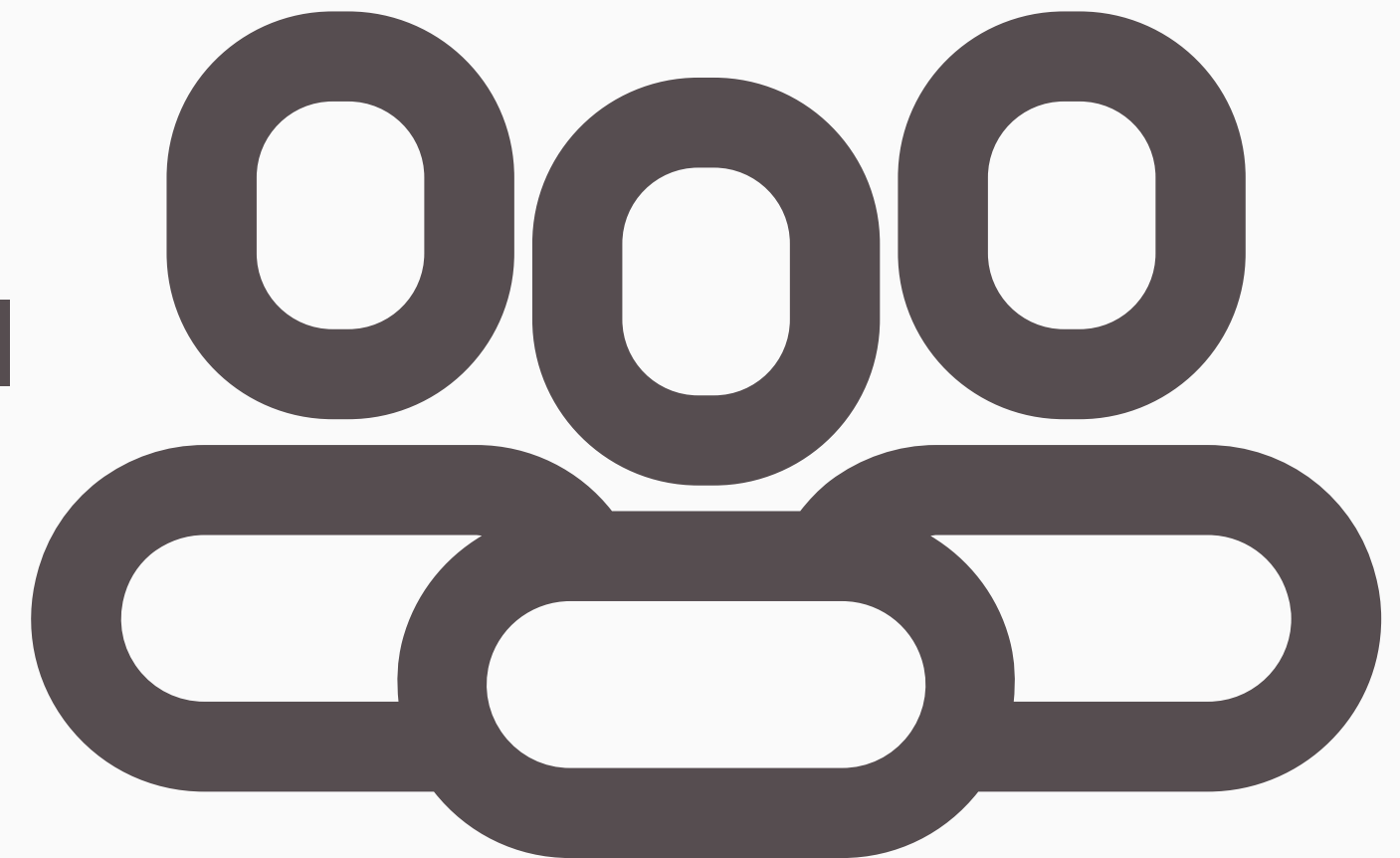
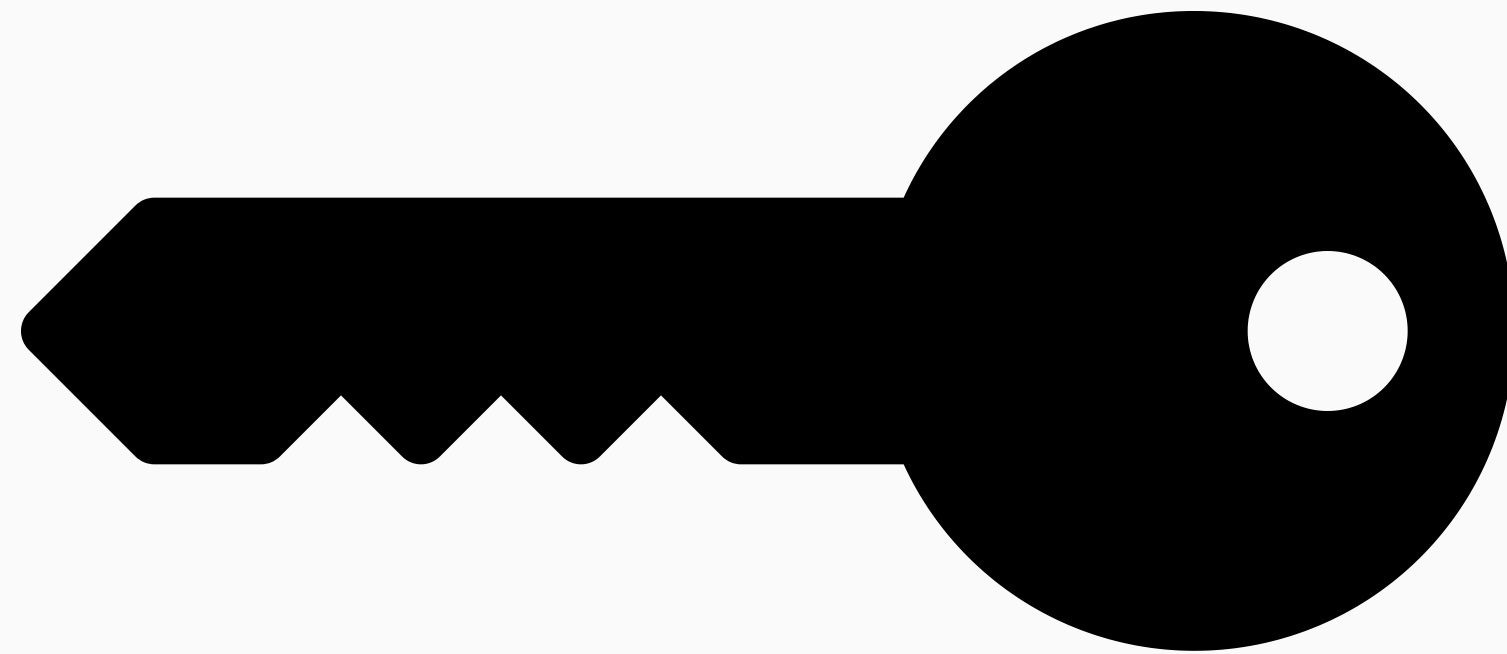


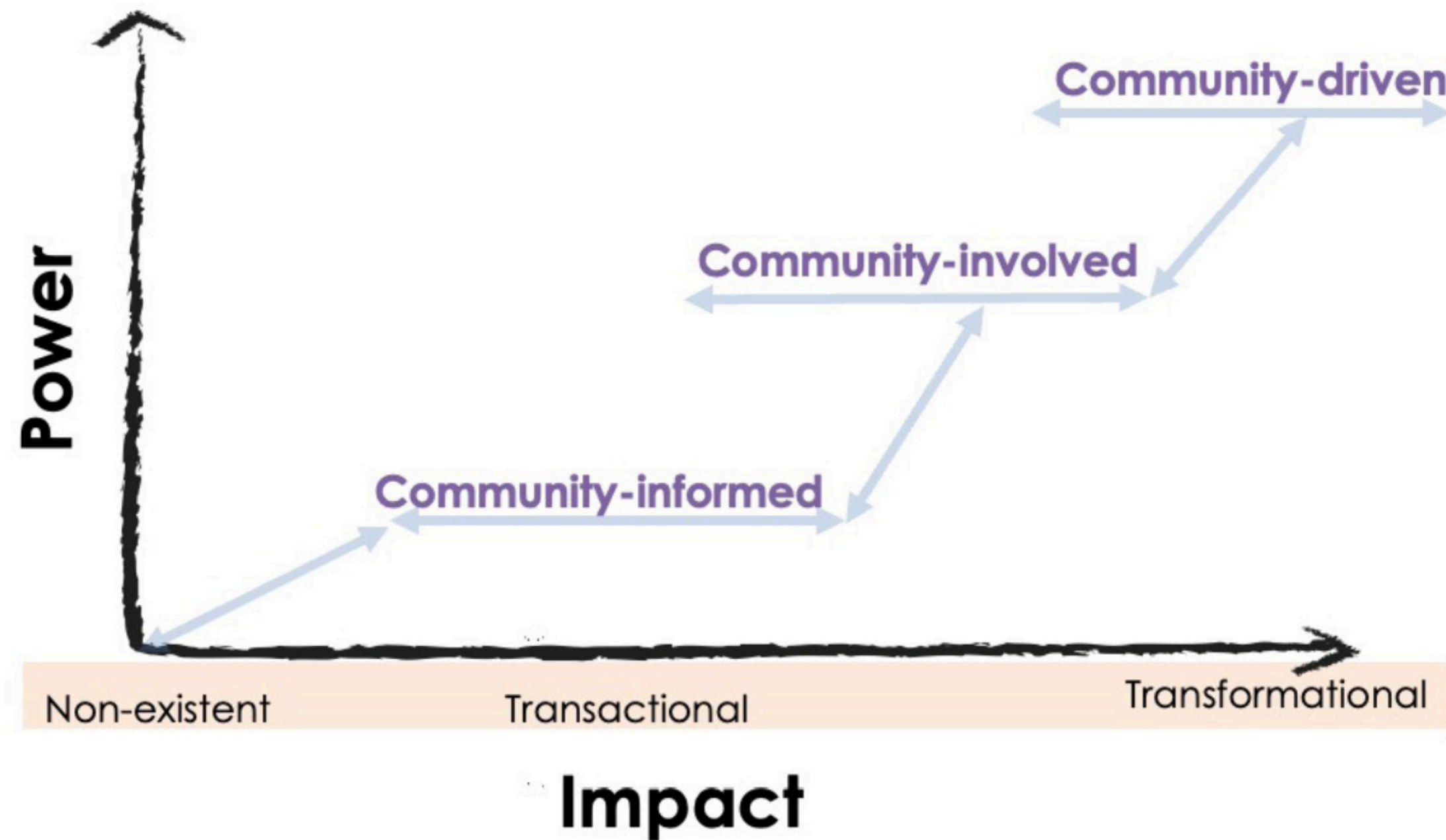
Image description: a graphic of three people

A Key to Culturally Responsive Practice is...



Successful Community Engagement

There is a Range in Community Engagement



Source: [Transformational Community Engagement to Advance Health Equity](#), (2023) Robert Wood Johnson Foundation.

TRANSACTIONAL COMMUNITY ENGAGEMENT

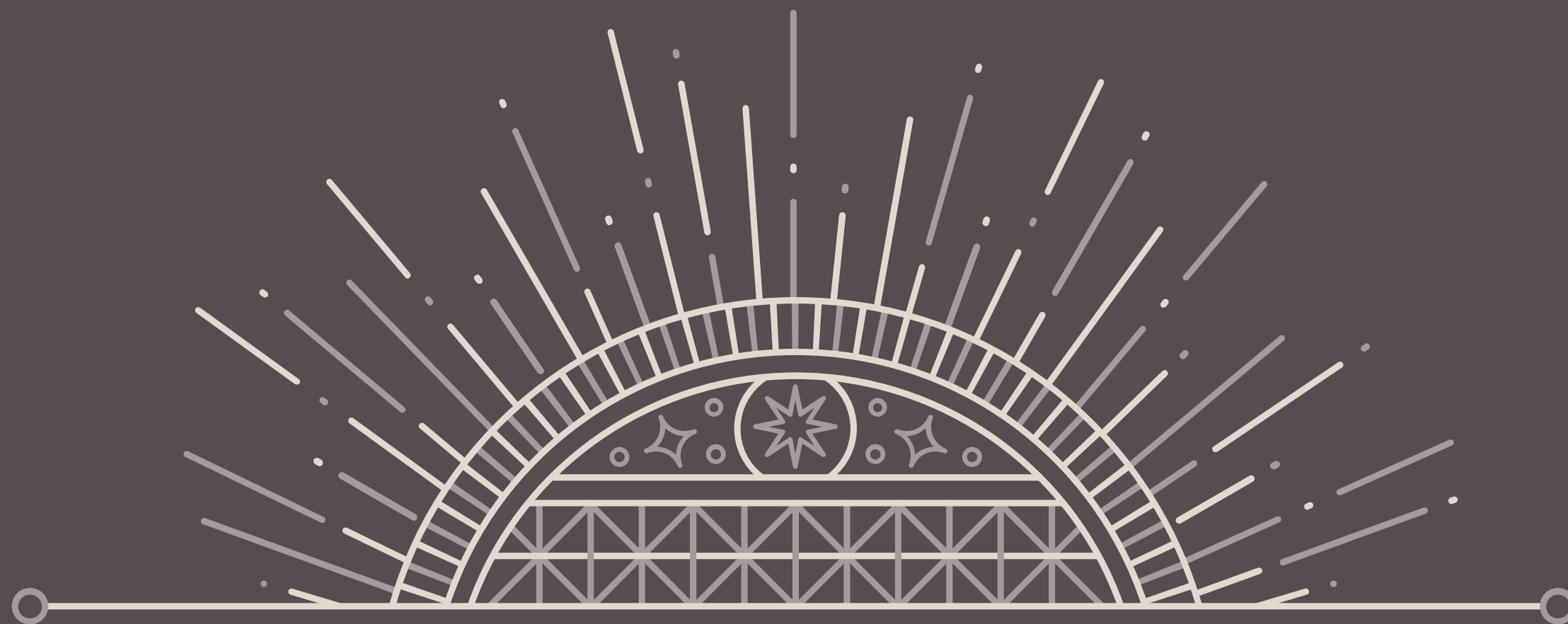
- Community members are engaged through a single interaction.
 - Examples: A single point in time survey, focus group, or interview
- Reinforces the community perception that organizations only engage to “check the box.”
- Results in fatigue among community partners and advocates.
- Feedback loops are poorly designed and rarely referenced.
- Requires fewer resources.
- Results in superficial changes to a policy or program or no change at all and fails to meet community needs

TRANSFORMATIVE COMMUNITY ENGAGEMENT

- Focus is on forming sustainable relationships
- Operates with transparency from beginning to end,
- Community members get a front-row seat to learn how their input was or was not incorporated and why
- Requires time, organizational commitment, resources, and readiness
- Feedback loops are designed intentionally, referenced regularly
- Issues and challenges are explained using Asset-Based framing
 - Identifying, affirming, and naming the gifts, resources, skills, and knowledge that already exist in the community
 - Contributes to a community's sense of pride and empowerment.

Transactional versus Transformative

TRANSACTIONAL	TRANSFORMATIVE
<ul style="list-style-type: none">• Community members are engaged through a single interaction.<ul style="list-style-type: none">◦ Examples: A single point in time survey, focus group, or interview• Reinforces the community perception that organizations only engage to “check the box.”• Results in fatigue among community partners and advocates.• Feedback loops are poorly designed and rarely referenced.• Requires fewer resources.• Results in superficial changes to a policy or program or no change at all and fails to meet community needs	<ul style="list-style-type: none">• Focus is on forming sustainable relationships• Operates with transparency from beginning to end,• Community members get a front-row seat to learn how their input was or was not incorporated and why.• Feedback loops are designed intentionally, and referenced regularly• Requires time, organizational commitment, resources, and readiness.• Issues and challenges are explained using Asset-Based Framing



Small Group Discussion

Round 1



Consider the Spectrum of Cultural Awareness & Sensitivity, discuss

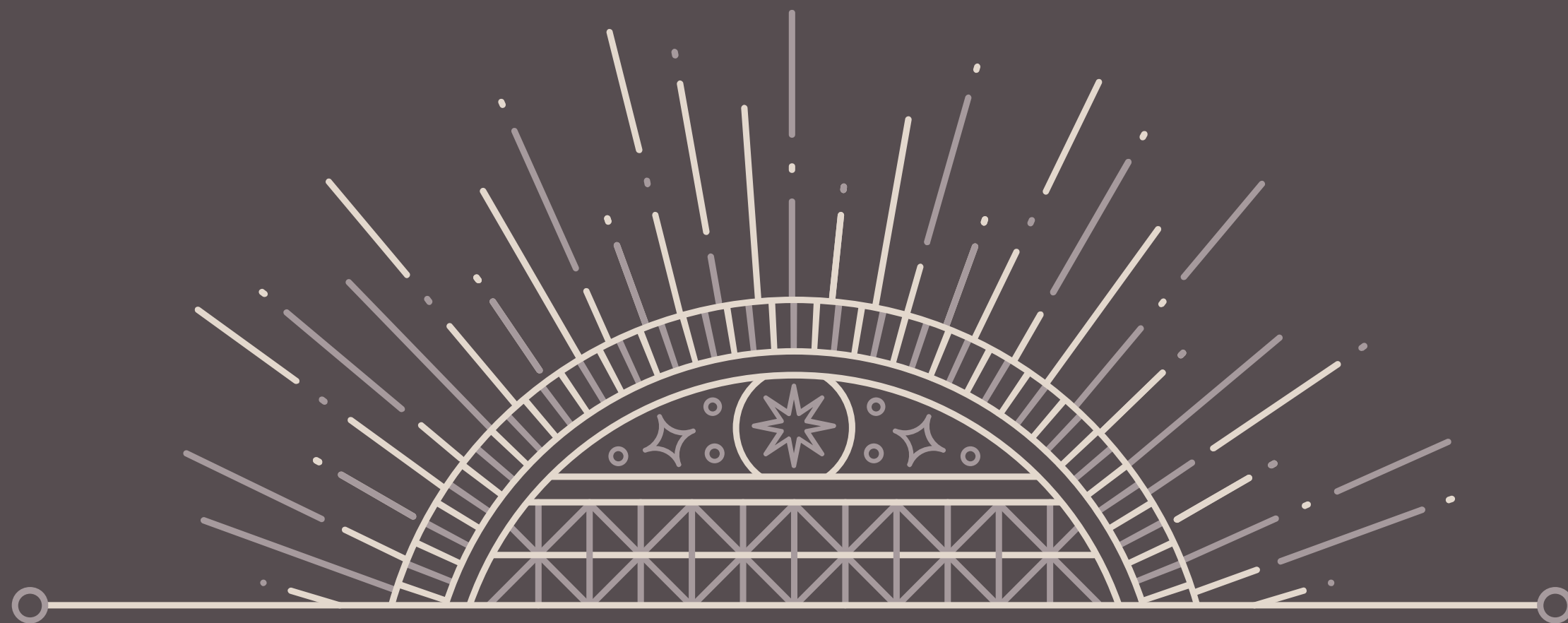
- How does this spectrum influence how you approach nutrition education?
- Share specific examples or challenges you've encountered in your practice.

Round 2



Reflect on your expertise and comfort with the spectrum, as well as transactional versus transformative community engagement.

- How can you better incorporate these concepts into your nutrition education practice
- What are at least 3 steps you can take to build or strengthen relationships with the communities you serve?



Closing & Gratitude

Share one thing you are leaving
after today's session.

Go to menti.com and
Type in the Code 3998 1925

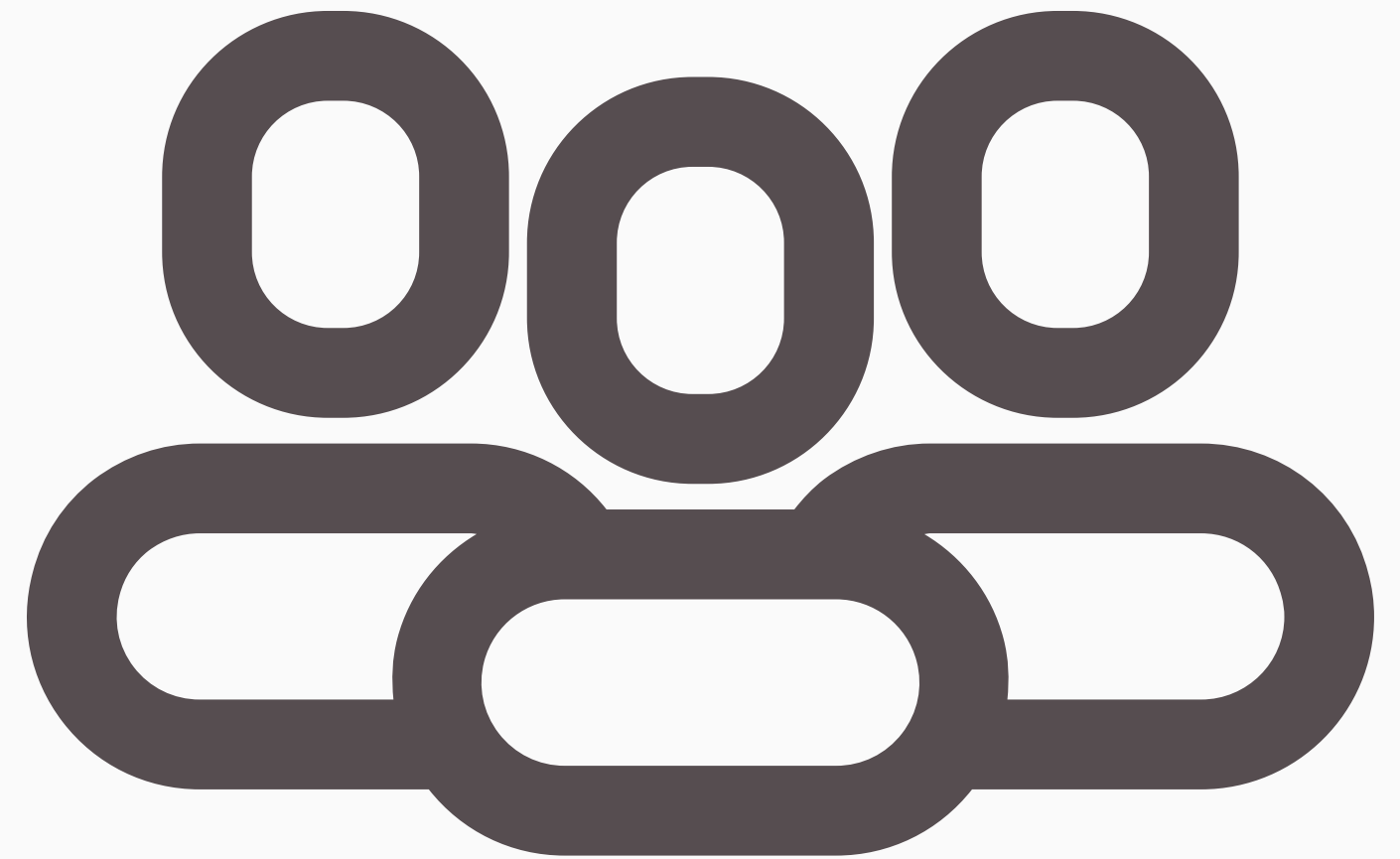


Image description: a graphic of three people

A close-up portrait of Octavia Butler, an African American woman with short, dark, curly hair. She is looking slightly to the left with a thoughtful expression. She is wearing a patterned, light-colored top. The background is a soft, out-of-focus green.

"All that you touch
you change.
All that you change
changes you."

~ Octavia Butler

Be ok with not
having all of the
answers.

Lean on each
other.

Community is the
catalyst for
change.

Contact Me

EMAIL

embodylib@gmail.com

WEBSITE

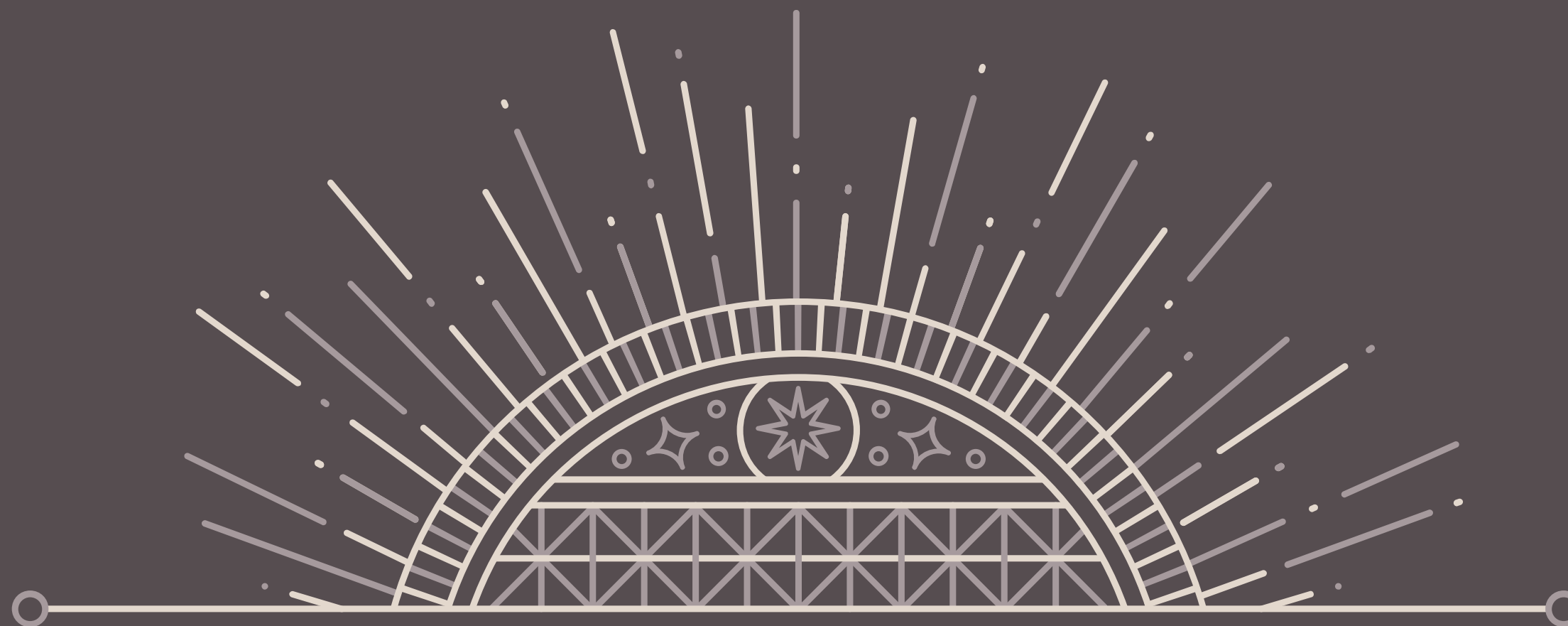
www.embodylib.com

INSTAGRAM

[@the_bodylib_advocate](https://www.instagram.com/the_bodylib_advocate)



Image description: A photograph of Patrilie Hernandez. She is looking at the camera and smiling



Q & A